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ABSTRACT

The academic performance of 1973 graduate transferees from Nassau Community College (NCC) was compared at the baccalaureate level with 1975 native student graduates from 12 four-year public and private colleges and universities. These senior institutions were selected on the basis of the large number of NCC transferees they received. The baccalaureate grade point average was used as the primary indicator for comparison. The mean performance of transfer students graduating with a baccalaureate degree (2.96) is comparable in level to that of native students (3.16), although the difference is statistically significant. Comparisons across the 12 institutions in the curricular areas of business, education, humanities, social science, natural science, and services showed that the native students performed at significantly higher levels in business, education, social science, and natural science. A factor which appeared to contribute to the performance of transferees was institutional proximity; transferees performed significantly higher at the local (private) schools than they did at "out of town" (public) institutions. Before aptitude equalization, the generally higher mean performance of native students was a function of the campus. Data tables by campus and curricula are appended.
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ED165861

COMPARATIVE ACADEMIC PERFORMANCE AT THE BACCALAUREATE LEVEL BETWEEN GRADUATE TRANSFEREES AT NASSAU COMMUNITY COLLEGE AND NATIVE STUDENTS AT SELECTED PUBLIC/PRIVATE INSTITUTIONS

NASSAU COMMUNITY COLLEGE

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JC 790 136

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ABSTRACT

How well do NCC graduates perform when they transfer to four-year colleges--as compared with native students?

The academic performance of 1973 NCC graduate transferees was compared at the baccalaureate level with 1975 native student graduates from 12 four-year public and private colleges and universities. These senior institutions were selected on the basis of the large number of NCC transferees they received.

The baccalaureate grade point average was used as the primary indicator for comparison of academic performance. Each participating college and university was asked to submit data regarding 1975 baccalaureate graduates-both NCC graduate transferees and native students. The statistical procedures used to analyze the collected data included means, standard deviation, t-tests, multiple analysis of variance, and the Scheffé test.

1. The mean performance of transfer students graduating with the baccalaureate degree (2.96) is comparable in level to that of native students (3.16), although the difference is statistically significant.
2. When comparisons between native and transfer students across the 12 institutions were made in

curricular areas of Business, Education, Humanities, Social Science, Natural Science, and Services, the native students were found to perform at significantly higher levels in the area of Business, Education, Social Science, and Natural Science.

3. A factor which appeared to contribute to the performance of transferees was institutional proximity. Transferees performed significantly higher at the local (private) schools than they did at "out of town" (public) institutions.
4. Although the mean performance of native students as compared with transferees appeared to be a function of the campus, the performance of the transfer groups was not significantly lower, except at the Albany, Cortland, and Oswego campuses.

INTRODUCTION

Nassau Community College (NCC) is a large two-year institution which provides diverse programs for students with diverse backgrounds. The majority of these students choose to continue their education. Thus, Nassau has been primarily a transfer institution, with approximately 70% of the graduates, recipients of Associate of Arts (A.A.), Associate of Science (A.S.), and Associate of Applied Science (A.A.S.) degrees, continuing their education at senior colleges on a full-time or part-time basis (Survey of Graduates, 1973). Not since the Follow-up Study of Students Graduating from Nassau Community College Between 1962-65 (Lane, 1968) has an attempt been made to determine how well NCC students fared when they continued for a baccalaureate degree.

OBJECTIVE

The objective of this study was to determine the academic performance of 1973 NCC graduates who transferred to 18 public and private institutions in New York State and received baccalaureate degrees from these schools in 1975--as compared with native students in the same curriculum.

REVIEW OF RELATED RESEARCH

Research concerning students who transfer from two-

year colleges is primarily divided into two areas:

1) that which is concerned with academic achievement
2) that which is concerned with students' attitudes, perceptions, and motivations before and after transfer

This study is primarily concerned with the former. As Lach (1971) has indicated, if students wish to continue their education beyond the fourteenth year, the community college must prepare these students for successful work in the upper divisions of four-year institutions.

A central question about transfer students from both two-year and four-year colleges (Alstyne, 1973) is whether or not they differ substantially from non-transfer students. The answer is important because if transfer students are considered "different" by the receiving institution, then they might be said to "have problems" or could be treated as "problems." This can be used to justify barriers in admissions, financial aid and awarding of fellowships, which in turn could create more problems for the transfer student. But if transfer students do not differ from native students, then as Alstyne stated, "... the burden of justifying discriminatory barriers is shifted to those who seek to erect them."

The subject of "transfer shock", a drop in grade-point average the first term after transfer from a two-year to a four-year college, has received a great deal of attention from researchers. Nickens (1972) found no significant difference in junior college tranfers' first term

grade point averages and native Florida State University juniors' first term junior grade point averages after the variance accounted for by Florida Twelfth Grade Test results was removed. Also, there was no significant difference between the subsequent rise of junior college transfers' grade point averages and the rise in native juniors' grade point averages over a two-year period when students who dropped out were excluded from both groups. In Lach's study (1971), the average drop in grade point average (GPA) after transfer from Lake Land College (Illinois) to Eastern Illinois University, was .30 the first term. Following this, there was continuous improvement. According to Willinghan (1973), transfer students typically make somewhat higher grades after their first term in the upper division. Although some writers have referred to this gain as a recovery from "transfer shock", it could be largely attributable to the fact that seniors make somewhat higher grades than juniors at most institutions.

Both Nickens (1970) and Lach (1971) found two-year college grade point averages to be the only significant predictive variable for performance at the senior institution.

In a study of the academic performance of transfer and native students at Buffalo University, Anstett (1971) concluded that native students performed better academically than did the transfer students who came from a variety of transfer insitutions, both two-year and four-year.

Nickens (1970) in a study comparing Florida junior college transferees with native students of Florida State University in selected majors, as they approached the baccalaureate level, concluded that the factor of junior college attendance, in itself, did not significantly affect performance in any one of the 18 major studies at Florida State University--during the time period covered by the data. However, an initial difference in ability and/or preparation prior to college, as measured by the Florida State Twelfth Grade Tests, was related to performance significantly in seven on the 18 major studies.

In summary, there have been a number of follow-up studies of transfer students performance at four-year colleges as compared with native students. The NCC study appeared to be different from the others because of the number of four-year institutions (public and private) that participated. The 18 colleges and universities involved were selected on the basis of the large numbers of NCC transferees they received.

BACKGROUND

The rationale for conducting this study was as follows:

1) To investigate the validity of a statement often heard on the NCC campus, "Our students consistently perform well when they transfer to four-year colleges--being at Nassau for the freshman and sophomore years provides an exceptionally good background for any future study."

2) To develop, as a result of the study, a method of presenting transfer students with current information concerning expected performance in their area of concentration/major.

3) To develop, as a result of the study, enhanced articulation between faculty and departments at two-year and four-year colleges.

In March of 1976 a preliminary meeting was held with local four-year college researchers to discuss the feasibility of a study utilizing performance data of NCC graduates who transferred to those institutions in 1973, and to establish how these transferees performed academically in relation to native four-year college students. Following this, a letter was sent by President George F. Chambers of NCC to the 18 colleges and universities that received the greatest number of 1973 NCC transferee graduates.

The legal aspects of the collection of data as it related to the Family Education Rights and Privacy Act were clarified by Richard Longworth, NCC attorney. It was determined that data could be transmitted from one educational institution to another, since the information would be used for research, and the students' names would not appear in the study.

METHOD

Subjects

The subjects for this study included (1) 1973 NCC graduate transferees and (2) all or a sampling of 1975

native student graduates from the following four-year colleges and universities: Adelphi, Hofstra, Molloy, New York Institute of Technology--on Long Island; as well as the following upstate SUNY (State University of New York) schools: Albany, Buffalo University, Cortland, Geneseo, New Paltz, Oneonta, Oswego, and Plattsburg. Material which was sent from SUNY Stony Brook, SUNY Old Westbury, SUNY Binghamton, and C.W. Post could not be used because either (1) the data was incomplete or (2) the grading system was different. SUNY Brockport and SUNY Buffalo College were unable to comply with the request for data. The colleges and universities selected for this study were those senior institutions to which the largest numbers of NCC students transfer.

As part of the preparation for gathering the data, another meeting was held with local four-year college researchers to discuss the content of projected data guidelines. SUNY Albany researchers, as a result of President Chamber's letters to prospective participant colleges and universities, invited the NCC group to visit Albany to discuss the guidelines. Professor Philip Cheifetz of the NCC Math and Computer Science Department, accompanied the group on the visit to Albany. Following this, the guidelines for the study were finalized and statistical procedures were outlined by Professor Cheifetz.

Design

Descriptive data guidelines and record layouts (Appendix) were sent to all participating four-year colleges in the hope that uniform data would be received from these colleges.

The statistical procedures used to analyze the collected data included means, standard deviation, t-tests, multiple analysis of variance, and the Scheffé test. The minimum level of statistical significance accepted in the study was .05.

ANALYSIS OF DATA

The baccalaureate grade point average was used as the primary indicator of academic performance for comparisons between native students and NCC transferees at the various senior institutions. Only 12 of the 18 four-year institutions originally involved in the study, provided data on grade point averages. For those institutions reporting a large number of annual baccalaureate graduates, a sampling of native students was randomly selected from among the same curricular areas as were represented in each institution's transfer group.

A comparison of the mean performance between the two groups is contained in Table 1. The lower mean performance of the Nassau transferees (2.96) when compared to native

students (3.16) across all institutions was determined to be statistically significant under the t-test criterion. Among the smaller institutional subgroups, the comparison of grade point averages between native and transfer students at specific institutions showed significantly different performances (Table I).

Additional comparisons in the academic performances of native and transfer students were generated by grouping students according to baccalaureate major. Six broad classifications of related academic disciplines and/or professions were utilized, including Business, Education, Humanities, Social Sciences, Natural Sciences and Services. In all, these classifications accounted for 99.4% of the 2,178 native students and 96.6% of the 381 transfer students examined in the study. The comparisons of grade point average between native and transfer students in each of these general curricular areas are contained in Table II. Under the t-test, the difference in mean grade point average between native and transfer students across the 12 institutions was found to be significant in the following curriculum areas: Business, Education, Social Science, and Natural Science.

A factor which might be thought to contribute to student academic performance is institutional proximity--that students would generally perform better, academically, at

institutions which are local to their home environments as opposed to those which are not. This effect is viewed in Table III where the mean performance of Nassau transferees at the four participating Long Island (private) colleges was compared with that of Nassau transferees at the eight upstate participating (public) four-year colleges. The discrepancy in mean performance between the 175 local and 193 non-local transferees was determined to be statistically significant at the .05 probability level.

Additional causal factors expected to underly the variations found among the mean performances of students were analyzed by means of an alternate statistical model employing multiple analysis of variance. In the analysis, the classifications of students by type (native-transfer), school, and curriculum were tested as main effects--both independently and interactively. Specifically, the data supplied by three schools (Adelphi, Albany, and Hofstra) provided 233 cases containing sufficient numbers of native and transfer students within each of four curriculum areas (Business, Humanities, Social Science, and Natural Science) for which the analysis was statistically feasible. A summary of the analysis is shown in Table IV. The F scores computed for the various classifications again reveal overall significant differences in the performances of native and transfer students and, additionally, between students,

both native and transfer, pursuing different curricula. Among the four curriculum areas utilized for the analysis, the variation existed specifically between all students pursuing humanities and students pursuing business curricula, according to the Scheffé Test.

In order to account for the contribution of differing aptitudes on these variations in academic performance, the analysis of variance was repeated a second time using grade point averages appropriately weighted according to each student's Scholastic Aptitude Test (SAT) scores.

Under this modification a significant difference between all students (both native and transfer) in different curricula did not remain statistically significant.

CONCLUSIONS

On the basis of the analysis of the data, the following conclusions were drawn:

1. The mean performance of transfer students graduating with the baccalaureate degree (2.96) is comparable in level to that of native students (3.16).
2. The difference in the overall mean performance of transfer and native students at the baccalaureate level does appear to be statistically significant before and after the variance of academic aptitude is removed.

3. Before aptitude equalization, it appeared that the generally higher mean performance of native students as compared with transferees was a function of the campus. However, the performances of the transfer groups were not significantly lower except at the Albany and Cortland and Oswego campuses (Table I).
4. With regard to the relationship of performance to campus, a factor which appeared to contribute to the performance of transferees was institutional proximity. Transferees performed significantly higher at local (private) schools than they did at "out of town" (public) institutions (Table III).
5. It appears that the disparity between native and transfer students was also a function of the curriculum (Table II).

RECOMMENDATIONS FOR THE FUTURE

The following recommendations evolved from the analysis of the data and from the conclusions:

1. Future follow-up studies should be longitudinal, i.e., studies should encompass student groups over a period of several years. This is necessary in order to have student numbers large enough

for the comparison of transfer and native students in the various curricula.

2. In order to facilitate more complete statistical comparisons, data from all four-year schools should be uniform.
3. Uniform data is needed from more four-year schools to determine, as one of the comparisons, the underlying reasons why transferees who remained at home (private colleges) graduated with higher GPA's than transferees who went away (public) to finish their baccalaureate degree. The difficulty with the present data is that coincidentally all of the "at home" colleges were private and the "out of town" colleges were public.
4. For a more complete study, data should focus on entering classes of the baccalaureate institutions in order to:
   a) provide comparative attrition rates as well as comparative graduation rates
   b) provide performance data on NCC non-graduates who were early transferees to four-year colleges.

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Table I

1975 BACCALAUREATE GRADUATES

BY INSTITUTION

FOUR YEAR COLLEGE/ UNIVERSITY	Native Students			Nassau Community College Graduate Transferees			t score
	Sample Size	Mean GPA	Standard Deviation	Sample Size	Mean GPA	Standard Deviation	
ADELPHI	405	3.23	0.42	92	3.18	0.41	-1.04
ALBANY	617	3.26	0.36	53	2.83	0.33	-8.40*
BUFFALO	39	2.85	0.41	22	2.66	0.32	-1.87
CORTLAND	419	3.04	0.35	33	2.75	0.34	-4.59*
GENESEO	88	3.12	0.31	10	2.95	0.35	-1.62
HOFSTRA	187	3.13	0.49	67	3.02	0.51	-1.56
MOLLOY	80	2.99	0.39	7	3.09	0.43	+0.65
NEW PALTZ	233	3.18	0.35	23	3.02	0.33	-2.10
NYIT	21	2.95	0.42	10	3.00	0.60	+0.97
ONEONTA	54	3.10	0.36	40	2.99	0.40	-1.40
OSWEGO	35	3.04	0.36	20	2.63	0.36	-4.06*
PLATTSBURGH	-	-	-	4	3.14	0.25	-
TOTAL	2178	3.16	0.40	381	2.96	0.44	-8.29*

* Mean GPA difference significant at the 0.05 level

Table II

1975 BACCALAUREATE GRADUATES

BY MAJOR

BACCALAUREATE MAJOR	Native Students			Nassau Community College Graduate Transferees			t score
	Sample Size	Mean GPA	Standard Deviation	Sample Size	Mean GPA	Standard Deviation	
BUSINESS	180	3.05	0.44	76	2.86	0.42	-3.20*
EDUCATION	395	3.13	0.31	107	2.97	0.42	-3.68*
HUMANITIES	429	3.28	0.38	39	3.13	0.42	-2.15
SOCIAL SCIENCES	550	3.13	0.43	88	3.02	0.48	-2.19*
NATURAL SCIENCES	415	3.18	0.41	43	2.83	0.46	-5.23*
SERVICES	195	3.10	0.36	15	3.01	0.39	-0.93
TOTAL	2164	3.15	0.47	368	2.96	0.46	-7.19*

*Mean GPA difference significant at the 0.05 level.

TABLE III

1975 BACCALAUREATE GRADUATE NASSAU TRANSFEREES

FOUR-YEAR INSTITUTION	BUSINESS			EDUCATION			HUMANITIES			SOCIAL SCIENCES			NATURAL SCIENCES			SERVICES			TOTAL		
LOCAL (PRIVATE)	Sample Size	Mean GPA	Std. Dev.	Sample Size	Mean GPA	Std. Dev.	Sample Size	Mean GPA	Std. Dev.	Sample Size	Mean GPA	Std. Dev.	Sample Size	Mean GPA	Std. Dev.	Sample Size	Mean GPA	Std. Dev.	Sample Size	Mean GPA	Std. Dev.
ADELPHI	22	3.00	0.36	19	3.33	0.24	10	3.32	0.42	21	3.35	0.40	13	2.90	0.41	7	3.06	0.35	92	3.17	0.43
HOFSTRA	30	2.89	0.50	2	3.76	0.42	9	3.14	0.42	18	3.00	0.43	7	3.07	0.62	-	-	-	66	3.00	0.49
MOLLOY	-	-	-	4	3.06	0.42	1	3.29	0.00	-	-	-	1	2.55	0.00	1	3.58	0.00	7	3.09	0.46
NYIT	4	2.84	0.53	-	-	-	1	3.42	0.00	2	3.57	0.61	3	2.69	0.62	-	-	-	10	3.00	0.56
TOTAL(LOCAL	56	2.93	0.45	25	3.32	0.33	21	3.25	0.37	41	3.20	0.50	24	2.91	0.48	8	3.13	0.32	175	3.09	0.49
NON-LOCAL (PUBLIC)	Sample Size	Mean GPA	Std. Dev.	Sample Size	Mean GPA	Std. Dev.	Sample Size	Mean GPA	Std. Dev.	Sample Size	Mean GPA	Std. Dev.	Sample Size	Mean GPA	Std. Dev.	Sample Size	Mean GPA	Std. Dev.	Sample Size	Mean GPA	Std. Dev.
ALBANY	14	2.66	0.37	2	2.77	0.23	7	2.88	0.33	17	2.95	0.29	10	2.83	0.29	-	-	-	50	2.83	0.31
BUFFALO	4	2.60	0.38	-	-	-	1	2.72	0.00	3	2.68	0.57	9	2.64	0.34	1	2.94	0.00	18	2.66	0.34
CORTLAND	-	-	-	27	2.82	0.30	-	-	-	3	2.30	0.12	-	-	-	3	2.59	0.51	33	2.75	0.36
GENESEO	-	-	-	7	2.87	0.37	-	-	-	-	-	-	-	-	-	3	3.14	0.20	10	2.95	0.35
NEW PALTZ	-	-	-	15	2.96	0.31	2	3.43	0.23	5	2.92	0.29	-	-	-	-	-	-	22	2.99	0.35
ONEONTA	-	-	-	20	2.93	0.39	5	3.26	0.52	15	2.97	0.45	-	-	-	-	-	-	40	2.99	0.40
OSWEGO	2	2.70	0.31	9	2.62	0.45	3	2.62	0.24	2	2.26	0.36	-	-	-	-	-	-	16	2.59	0.35
PLATTSBURGH	-	-	-	2	3.39	0.04	-	-	-	2	2.88	0.35	-	-	-	-	-	-	4	3.14	0.29
TOTAL (NON-LOCAL)	20	2.65	0.37	82	2.87	0.34	18	2.99	0.47	47	2.86	0.42	19	2.74	0.32	7	2.88	0.38	193	2.84	0.41
T-SCORE	2.27 *																				

* Mean GPA difference significant at 0.05 level

APPENDIX

Table IV

1975 BACCALAUREATE GRADUATES
SOURCES OF VARIATION

CURRICULUM AND INSTITUTION	STUDENT TYPE: Native Students			STUDENT TYPE: NCC Transferees		
	Sample Size	Mean GPA	Std. Dev.	Sample Size	Mean GPA	Std. Dev.
Business:	30	3.09	0.49	30	2.83	0.42
Adelphi	10	3.21	0.46	10	2.97	0.34
Albany	10	2.88	0.42	10	2.73	0.39
Hofstra	10	3.17	0.57	10	2.79	0.51
Humanities:	30	3.31	0.31	26	3.14	0.42
Adelphi	10	3.41	0.32	10	3.32	0.42
Albany	10	3.29	0.23	7	2.88	0.43
Hofstra	10	3.21	0.36	9	3.14	0.32
Natural Sciences:	30	3.29	0.47	27	2.93	0.49
Adelphi	10	3.21	0.58	10	2.93	0.56
Albany	10	3.50	0.30	10	2.83	0.28
Hofstra	10	3.16	0.44	7	3.07	0.62
Social Sciences:	30	3.19	0.40	30	3.06	0.40
Adelphi	10	3.13	0.45	10	3.24	0.38
Albany	10	3.33	0.22	10	2.99	0.36
Hofstra	10	3.11	0.49	10	2.96	0.45
TOTAL	120	3.22	0.43	113	2.99	0.44

ANALYSIS OF VARIANCE	SOURCE OF VARIATION	F-SCORE	SAT ADJUSTED F-SCORE
Main Effects	(Type)	16.98 *	4.89*
	(Curr)	3.71 *	2.49
	(Inst)	1.88	0.81
2-Way Interactions	(Type/Curr)	0.70	0.24
	(Type/Inst)	1.91	0.30
	(Curr/Inst)	1.75	2.41
3-Way Interactions	(Type/Curr/Inst)	0.46	0.15

* Significant at.05 Level

To : Participants - Nassau Community College Transferee Data Study

Adelphi	C.W. Post	New York Tech.
Albany	Cortland	Old Westbury
Binghamton	Geneseo	Oneonta
Brockport	Hofstra	Oswego
Buffalo College	Molloy	Plattsburgh
Buffalo University	New Paltz	Stony Brook

From: Professor Thomas V. Fernandez
Office of the Vice President for Academic Affairs
Nassau Community College

Re : DESCRIPTIVE DATA GUIDELINES

The following are Descriptive Data Guidelines in support of a performance study of Nassau Community College transferees. Also enclosed are the formats for the Record Layouts required by the Nassau people. Specifically, Nassau is requesting your cooperation in obtaining performance data on those Nassau graduates who transferred to your institution in 1973, and to establish how these transferees performed academically in relation to native four-year students. Since the complete study is intended to deal with 1973 Nassau graduates who either did or did not complete the baccalaureate degree in two years after transfer, pertinent data is being requested for two distinct cohorts, as follows:

I Data for 1975 Baccalaureate Graduates - This cohort involves all full-time day students who completed your baccalaureate degree in 1975 (include graduates completing Fall '74 semester, Spring '75 semester, and Summer Session '75). It is not necessary to identify Nassau graduate transferees within this cohort as this will be done by the Nassau people. Data requested for this cohort is as follows:

1. Name/Address/Social Security Number of all 1975 baccalaureate degree graduates who were full-time day students

2. Entrance Date/Graduation Date

3. Curriculum Major for Baccalaureate Degree

4. Achievement Data:

   a) High School Decile Rank/SAT scores

   b) Cumulative Cr/GPA up to Junior year

   c) Cumulative Cr/GPA through Junior year

   d) Cumulative Cr/GPA through Senior year

5. Advanced Standing Data:

   a) Total credits in residence

   b) Total NCC credits transferred

   c) Total credits transferred from elsewhere

These data will be used by the Nassau people to compare, for example, academic performance levels of native four-year students with those of Nassau graduate transferees in the same curriculum. The results of this study, to be shared completely with your institution, are of obvious importance to Nassau in ascertaining the effectiveness of its transfer programs.

II Data for 1973 Nassau Transferees Only - This cohort includes all Nassau Community College transferees who entered your institution in Fall 1973 as full-time day students (as per admissions records). Unlike Cohort I, this group involves only NCC transferees whether included in Cohort I as successful 1975 baccalaureate graduates or not. Required data for this cohort is as follows:

1. Name/Address/Social Security Number of only NCC transferees entering Fall 1973 as full-time day students

2. Last Attendance Semester Date/Graduation Date, as applicable

3. Curriculum Major toward baccalaureate degree

4. Achievement Data:

   a) Cumulative Cr/GPA up to last semester

   b) Cumulative Cr/GPA through last semester

5. Advanced Standing Data:

   a) Total credits in residence

   b) Total NCC credits transferred

   c) Total credits transferred from elsewhere

Nassau is interested primarily in ascertaining from the data for this cohort the success rate of its transferees toward the baccalaureate degree by curriculum.

NCC Transferee Study
Descriptive Data Guidelines
Page 3

Depending on the size of each cohort, machine format may or may not be desirable in reporting the data for one or both cohorts. Therefore, a tape format for the record layout is enclosed: Nassau will supply the tapes, if needed or will promptly return those which are supplied by the cooperating institution. A similar hand-to-card format will be supplied should a hand layout be necessary, from which the Nassau people will generate the machine card file.

In terms of timetable, it is hoped that such data would be forwarded by September, 1976 in order that Nassau might assemble such information as is pertinent to its Middle States accreditation visit next year.

This memorandum, of course, accompanies a letter to the four-year presidents from Dr. George Chambers, President of Nassau Community College, officially requesting your institution's participation in this venture. Your colleagues at Nassau are most grateful for your willingness to assist them in this matter and hope that this study will yield results of particular importance to all SUNY institutions as well as to Nassau.

If there are any questions pertaining to the required information categories involved in the study, please do not hesitate to contact me at the college, (Ext. 582/3).

June, 1976

To : Participants - Nassau Community College Transferee Study

From : Thomas A. Corr, Director
Computer Systems and Operations
Nsssau Community College

Subject: Record Layouts for NCC Transferee Study

The following tape record formats are designed for use in reporting NCC transferee data in fixed, unblocked format with standard IBM header and trailer labels; Nassau will supply the tapes, if needed, or will promptly return those which are supplied by the cooperating institution. For those institutions not utilizing tape, a similar hand/double card layout will be provided.

Please indicate whether tape is created at 800 or 1600 BPI. For missing data, leave corresponding positions blank.

To identify your institution, enter the required institution code as follows:

Adelphi	use 01	Stony Brook	use 07	Cortland	use 13
C.W. Post	use 02	Albany	use 08	Geneseo	use 14
Hofstra	use 03	Binghamton	use 09	New Paltz	use 15
Molloy	use 04	Brockport	use 10	Oneonta	use 16
N.Y.I.T.	use 05	Buffalo College	use 11	Oswego	use 17
Westbury	use 06	Buffalo Univ.	use 12	Plattsburgh	use 18

If there are any questions pertaining to these formats, please do not hesitate to contact me or Mr. Bob Reily (Ext. 592) at the College.

TAPE RECORD LAYOUTS FOR NCC TRANSFEREE STUDY

I DATA ON 1975 BACCALAUREATE GRADUATES

	ITEMS REQUIRED	NO. OF POSITIONS	SEQUENTIAL POSITION
1.	institution code	2	1-2
2.	social security no.	9	3-11
3.	last name[1]	14	12-25
4.	first name	9	24-34
5.	middle initial	1	35
6.	street address	21	36-56
7.	city	11	57-67
8.	state	2	68-69
9.	zip code	5	70-74
10.	semester entrance date (month & year)	4	75-78
11.	semester graduation date (month & year)	4	79-82
12.	HEGIS Code for major (if available)	4	83-86
13.	name of major	20	87-106
14.	high school decile rank	2	107-108
15.	CEEB Verbal Score	3	109-111
16.	CEEB Math Score	3	112-114
17.	cumulative GPA up to Junior year	3	115-117
18.	cumulative credits earned up to Junior year	3	118-120
19.	cumulative quality points up to Junior year[2]	4	121-124
20.	cumulative GPA through Junior year	3	125-127
21.	cumulative credits through Junior year	3	128-130

1. Items 3-9 are not essential except to identify NCC transferees for whom SS# may be improperly listed.
2. Allow for 1 decimal place.

Record Layouts for NCC Transferee Study
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		NO. OF POSITIONS	SEQUENTIAL POSITION
22.	cumulative quality points through Junior year[2]	4	131-134
23.	cumulative GPA through Senior year	3	135-137
24.	cumulative credits through Senior year	3	138-140
25.	cumulative quality points through Senior year[2]	4	141-144
26.	total credits in residence	3	145-147
27.	total N.C.C. credits transferred	3	148-150
28.	total credits transferred from elsewhere	3	151-153
	(Record Size)	153	

Record Layouts for NCC Transferee Study
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II DATA ON ONLY 1973 NASSAU TRANSFEREES

ITEMS REQUIRED	NO. OF POSITIONS	SEQUENTIAL POSITION
1. institution code:	2	1-2
Adelphi use 01 C. W. Post use 02 Hofstra use 03 Molloy use 04 N.Y.I.T. use 05 SUNY Westbury use 06 SUNY StonyBrook use 07		
2. social security no.	9	3-11
3. last name[1]	14	12-25
4. first name	9	24-34
5. middle initial	1	35
6. street address	21	36-56
7. city	11	57-67
8. state	2	68-69
9. zip code	5	70-74
10. semester of last attendance (month & year)	4	75-78
11. semester graduation date (month & year)	4	79-82
12. HEGIS Code for major (if available)	4	83-86
13. name of major	20	87-106
14. cumulative GPA up to last semester	3	107-109
15. cumulative credits up to last semester	3	110-112
16. cumulative quality points up to last semester[2]	4	113-116
17. cumulative GPA through last semester	3	117-119
18. cumulative credits through last semester	3	120-122
19. cumulative quality points through last semester[2]	4	123-126
20. total credits in residence	3	127-129
21. total N.C.C. credits transferred	3	130-132
22. total credits transferred from elsewhere	3	133-135
(Record Size)	135	